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ABSTRACT

The basic objective of the study was centered on the legal minimum certification requirements to teach art in the public schools. A survey form submitted to the certification officers of the 50 States and the District of Columbia provided the desired information. Accumulated data is intended to reveal the present status of certification requirements and educational preparation. Evaluation of the surveys submitted by the responding certification officers indicated a greater emphasis on United States citizenship and a slightly greater non-requirement of a loyalty oath. The title of the certificate issued to the neophyte art teacher is definitely dissimilar for almost every state certification department. Educational requirements are well established for general and professional education. Analysis of the responses to the survey indicate a need to re-evaluate the specialization requirements for certification to teach art. There is a need for a modicum of certification agreement to facilitate reciprocal certification of art teachers among the several states. (Author/CK)

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FINAL REPORT

Project No. S - 373
Grant No. OE - 6 - 10 - 036

LEGAL CERTIFICATION REQUIREMENTS TO TEACH AND SUPERVISE ART IN THE PUBLIC SCHOOLS OF THE FIFTY(50) STATES AND THE DISTRICT OF COLUMBIA.

MARCH 1967

TE 499 812

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Legal Certification Requirements to Teach and Supervise Art in the Public Schools of the Fifty (50) States and the District of Columbia.

Project No. S-373
Grant No. OE-6-10-036

Horace F. Heilman
Director of Art Education
March 1967

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Kutztown, Pennsylvania

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SUMMARY

Legal Certification Requirements to Teach and Supervise Art in the Public Schools of the Fifty (50) States and the District of Columbia

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Project No. 5-373

Grant No. OE-6-10-036

The basic objective of the study was centered on the legal minimum certification requirements to teach art in the public schools. A survey form submitted to the certification officers of the 50 States and the District of Columbia provided the desired information. To secure certification the prospective art teacher must present evidence of formal education and fulfill certain statutory requirements. Issuance of a certificate is the formal responsibility of the certification officer.

Accumulated data is intended to reveal the present status of certification requirements and educational preparation. The available information could become effective in reviewing the certification requirements relative to improving specificity in stating the requirements for educational experiences and subsequent granting of a certificate to teach art in the public schools.

Evaluation of the surveys submitted by the responding certification officers indicated a greater emphasis on United States citizenship and a slightly greater non-requirement of a loyalty oath. A decidedly positive response was given to "moral character." The Mean minimum age of 18.2 seems to be somewhat unrealistic. Thirty respondents indicated the requirement of a health certificate or closely related evidence of good health. A majority of respondents (69 percent) supported a bachelor's degree in art education.

The title of the certificate issued to the neophyte art teacher is definitely dissimilar for almost every state certification department. Validity for certification ranges from two to ten years. Validation requirements for permanent certification are extremely flexible. They may be any one or combination of the following: evidence of "successful" teaching, two to ten years of experience, and/or no post-baccalaureate courses to the earned Master's degree.

Educational requirements seemingly are rather well established for general and professional education. Only generalized requirements seem to exist for art experiences. Most certification officers noted the total semester hours requirement, but very few responded to specific areas of experiences. A notable exception was the University of the State of New York.

Analysis of the responses to the survey indicate a need to re-evaluate the specialization requirements for certification to teach art. This seems to be especially significant relative to assuring competent art teachers in all major areas of visual experience. Furthermore, a re-examination of the specialization requirements is extremely important relative to the increasing institutional requests for program approval. Finally, there seems to be need for a modicum of certification agreement to facilitate reciprocal certification of art teachers among the several states.

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IN ACKNOWLEDGMENT

The original impetus to survey certification requirements for art teachers emanated from Dr. Italo de Francesco, President, Kutztown State College, Kutztown, Pennsylvania. As a prominent leader in art education for upwards of three decades and subsequently President of an institution of higher learning committed to the preparation of teachers, Dr. de Francesco is deeply interested in the matter of teacher certification. Those individuals identified with this study are ever grateful to Dr. de Francesco.

Indebtedness is attributed to Dr. Harlan Hoffa for his encouragement evidenced in the review of the proposal and related matters.

The writer is especially cognizant of the contributions of Dr. Robert Buckalew and Mrs. Sarah S. Bentz who very ably assisted in the survey of certification requirements.

INTRODUCTION

The Problem

Standards of legal certification prescribe a framework of basic competencies becoming the profession of teaching. Existing evidence seems to indicate an indifferent awareness to certification requirements for teaching art in the public schools. This attitude is reflected in certification practices that seem to be obtusely autonomous: the "special subject"-art- may be taught by "anyone." Empirical evidence indicates that successful art educators have pursued a program of education that generally provided: a basic general education, studio courses to develop esthetic proficiency in the various visual arts, and experiential understanding of the teaching process.

A complete education for teaching art includes development in the broad field of visual art which emphasizes not only cultural heritage but also autonomous value judgments that permit selection and organization that lead to subsequent visual statements unique to the individual. The nature of this confrontation is relatively a non-discursive experience which becomes an inherent aspect of education. Art Education is no longer a "special" subject.

Objective

The present study is centered on a primary aspect of preparation for teaching: legal professional certification as it pertains to art education. The basic objective, therefore, was to survey legal certification requirements to determine commonalities and differences necessary for teaching art in the public schools. Empirical evidence relative to certain statutory requirements was ultimately supported when the survey forms were summerized. However, an extremely wide variation of responses characterized details of certification.

The accumulated data, therefore, are intended as a subsequent guide towards developing:

1. Improved specificity in stating the evolving certification requirements for art education.
2. A frame of reference providing basic guidelines for academic, studio and professional experiences pertinent to the preparation of art teachers.

Related Literature

Two manuals, bibliographical references 1 and 6, are specifically oriented to comprehensive coverage of certification requirements for the teaching profession. The uninterrupted publishing of these manuals provides evolving certification changes reflecting not only the accrediting agencies but also the professional associations. References 2, 3, 4, and 5 are historically valuable to the delimited study under consideration.

The two established manuals (1 and 6) pertinent to teacher certification cover the entire field of public school education. Examination of these manuals readily reveals an obviously generalized statement concerning "specific" or "special" subject fields. The authors are not to be accused of indifference. There seems to be an acquiescent attitude relative to certification standards that warrants generalized standards which in turn permit an almost unwarranted minimum certification requirement.

Impressive reappraisal of the whole gamut of education has taken place during the past five (5) years. Many notable changes in the preparation of teachers have been incorporated in the legal certification requirements. References 2, 3, 4 and 5, therefore, become important to the study for the evidence they present in the cause of evolving certification requirements for the profession of art teaching.

1. Armstrong, W. Earl and Stinnett, T.M., A Manual on Certification Requirements for School Personnel in the United States. Washington: National Commission on Teacher Education and Professional Standards, N.E.A., 1961 (Sixth edition).
2. Beelke, Ralph G., A Study of Certification Requirements for Teachers of Art. (Doctoral dissertation.) New York: Teachers College, Columbia University, 1951.
3. de Francesco, Italo L., An Evaluation of Curricula for the Preparation of Teachers of Art. (Doctoral dissertation.) New York: New York University, 1943.
4. Gray, Wellington B. A Study of Graduate Art Education in the Western Arts Association Area. (Doctoral dissertation.) New York: New York University, 1954.

5. National Education Association, Department of Art Education (1934-47). A Statement of Problems for Determining Teacher Qualifications in Art. Washington, D.C.: The Department, 1951.
6. Woellner, Elizabeth H. and Wood, M. Aurilla, Requirements for Certification. Chicago: The University of Chicago Press, 1962-63 (27th edition).

NATURE OF INVESTIGATION

The essential nature of the study centers on a survey and concomitant qualitative and quantitative interpretation. This descriptive investigation is aimed at revealing the present status of legal certification requirements to teach and/or supervise art in the public schools of the fifty (50) states and the District of Columbia.

The study is based on objective data gathered from certification authorities. In most instances the data are stated in printed form. A survey procedure, therefore, was deemed most feasible for securing these data. Subsequent classification, interpretation and generalization of these data serve referentially in the endeavors to clarify certification requirements. Dissemination of the investigation results is intended to guide the immediate future examination of certification requirements to teach art.

State certification officers were the chief source of information. The whole population, fifty-one (51), was surveyed. The generic title "state certification officer" used in the present study is primarily for convenience. Specially designated state titles vary greatly.

An act of the state legislature establishes a legal certification authority. This authority is charged with the responsibility for establishing professional certification requirements and issuing certificates. An individual(s) within this department is appointed certification officer(s). The survey instrument basic to the present study was submitted to the designated state certification officers.

The data secured from the state certification officers were limited to the legally stated certification requirements for the preparation of art teachers and supervisors. A factual-information survey instrument aimed to secure information that was solely objective (see Appendix, page 27). The structuring of the instrument avoided subjective responses.

Printed factual-information survey forms were submitted by mail to each state certification officer. Night letters were used in follow-up mailings.

Procedural arrangement for gathering the pertinent data included five aspects of certification:

(1) Basic or general requirements. General information concerning age, health, citizenship, loyalty oath, moral character, and certification. Issuance of provisional and permanent certificates.
(2) Specialization requirements. Studio courses required to develop competencies in the several areas of art education. Including semester hours of credit.
(3) General education requirements. Basic academic disciplines to increase appreciation and knowledge of the physical universe, of human society and the world of values. Including semester hours of credit.
(4) Professional education requirements. Professional education courses including philosophy and teaching techniques pertaining to art education. Student teaching. Including semester hours of credit.
(5) Certification requirements to supervise art education in the public schools.

The basic data collected from the certification officers are presented in tabular form. One table includes the state certification semester-hour requirements for specialization, general and professional education. A separate column notes the semester hours requirement for student teaching experience. A fifth column records the basic semester-hour and/or degree requirement for supervision of art education.

A concise description of specialization requirements in semester hours is presented in tabular form. This tabulation permits the calculation of measures of central tendency.

Summarization of these data make available to the profession the status of art education relative to certification. The accumulated information should prove valuable as guidelines for academic, studio and professional experiences in the preparation of art teachers and supervisors and developing effective documents for accrediting agencies.

RESULTS OF THE SURVEY

The tabulated results of the survey are objectively recorded as they were submitted on the survey form by the certification officers. These Tables are basic to the study and, therefore, they are placed as nearly as possible to the section devoted to analysis of the responses.

TABLE I

STATUTORY REQUIREMENTS FOR CERTIFICATION TO TEACH ART

State	U.S. Citizenship		Loyalty Oath		Moral Character		Minimum Age		Health Certificate		B.S. in Art Ed.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No*
Alabama		X		X	X		17			X	X	
Alaska	X		X				18		X			X
Arizona		X		X	X		18			X		X
Arkansas	X			X	X		18		X		X	
California		X	X		X		18		X		X	
Colorado		X	X		X			X	X			X
Connecticut	X			X		X	18		X			X
Delaware		X	X					X	X		X	
Dist. of Columbia	X		X		X			X	X		X	
Florida	X		X		X		20		X		X	

TABLE I (continued)

State	U.S. Citizenship		Loyalty Oath		Moral Character		Minimum Age		Health Certificate		B.S. in Art Ed.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No*
Georgia		X		X				X	X		X	
Hawaii	X		X		X			X	X			X
Idaho	X			X	X		18		X		X	
Illinois	X			X	X		19			X		X
Indiana		X	X			X		X	X		X	
Iowa		X		X	X		18		X			X
Kansas		X		X		X		X		X		X
Kentucky		X		X	X		18			X	X	
Louisana		X		X				X		X	X	
Maine		X		X	X		17			X	X	
Maryland	X		X				18			X	X	
Massachusetts	X			X	X			X	X			X
Michigan	X		X		X		18		X			X
Minnesota		X		X	X			X		X	X	
Mississippi	X		X		X		18		X		X	

TABLE I (continued)

State	U.S. Citizenship		Loyalty Oath		Moral Character		Minimum Age		Health Certificate		B.S. in Art Ed.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No*
Missouri		X		X	X			X	X			X
Montana	X		X			X	18		X			X
Nebraska	X			X	X			X		X	X	
Nevada	X		X		X		18		X		X	
New Hampshire		X		X		X		X		X	X	
New Jersey	X		X			X	18			X	X	
New Mexico	X			X	X		18		X		X	
New York	X			X		X	18			X	X	
North Carolina		X		X	X		18			X	X	
North Dakota	X		X		X		21			X	X	
Ohio		X		X	X			X		X	X	
Oklahoma	X		X		X			X	X		X	
Oregon	X		X		X		18		X			X
Pennsylvania	X			X	X		18		X		X	
Rhode Island	X			X	X		19		X		X	

TABLE I (continued)

State	U.S. Citizenship		Loyalty Oath		Moral Character		Minimum Age		Health Certificate		B.S. in Art Ed.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No*
South Carolina	X			X			18		X		X	
South Dakota	X		X		X		18			X		X
Tennessee		X		X			18			X	X	
Texas	X		X		X		18			X	X	
Utah		X		X	X			X	X		X	
Vermont		X	X		X		19			X	X	
Virginia	X			X	X		18		X		X	
Washington	X			X	X		18		X			X
West Virginia	X			X	X		18			X	X	
Wisconsin		X		X	X			X	X		X	
Wyoming	X			X	X			X	X			X
	30	21	20	31	37	7	M=	18	30	21	35	16
	59%	41%	39%	61%	72%	14%	18.2	35%	59%	41%	69%	31%

* B.S. degree required, but not necessarily in art education (i.e., B.S. in Art Education). Art education seems to be an "endorsement."

TABLE IIA

Certification to teach art in the public schools

A. Type of certificate issued by State after bachelor's degree.

ALABAMA	We issue to teachers a conditional permanent certificate for a period of eight (8) years.
ALASKA	We do not issue endorsed certificates. The Northwestern Association of Secondary and Higher Schools requires sixteen semester hours in teaching area beyond the professional education required for certification.
ARIZONA	Professional (valid for ten years)
ARKANSAS	General certificate; valid for six years
CALIFORNIA	Standard for three years; then professional status renewable every five years.
COLORADO	Type A teacher certificate
CONNECTICUT	Provisional (five years; renewable for five more.)
DELAWARE	Three year certificate; may be converted to five-year professional status certificate.
DIST. OF COLUMBIA	License-valid for two years. Life certificate following probationary period.
FLORIDA	Certificate good for five years
GEORGIA	Four-year professional
HAWAII	Professional certificate
IDAHO	Valid for five years; renewable for five years-$5.00 fee.
ILLINOIS	Standard certificate valid four years. State certificates not valid in Chicago.
INDIANA	Provisional for five year terms.
IOWA	Professional for ten-year period.
KANSAS	Three-year certificate
KENTUCKY	Provisional
LOUISANA	Type C, valid for three years
MAINE	Provisional, five years
MARYLAND	Standard professional certificate
MASSACHUSETTS	Teacher's certificate
MICHIGAN	Provisional, five years
MINNESOTA	Teacher's certificate for two years.
MISSISSIPPI	Class A for five years
MISSOURI	Certificate, General secondary
MONTANA	Class Two, Standard
NEBRASKA	Pre Standard, five-year term
NEVADA	Professional, valid five years
NEW HAMPSHIRE	Certificate

TABLE IIA (continued)

NEW JERSEY	Certificate for five years
NEW MEXICO	Four-year Provisional (art certificate not issued)
NEW YORK	Provisional issued for ten-year term
NORTH CAROLINA	Secondary-Class A
NORTH DAKOTA	First-grade professional certificate, valid for three years.
OHIO	Professional, three years
OKLAHOMA	Standard - secondary with endorsement.
OREGON	One-year provisional until five year program is completed.
PENNSYLVANIA	Provisional college certificate for three-year term.
RHODE ISLAND	Provisional, valid for three years
SOUTH CAROLINA	Probationary for two-year term
SOUTH DAKOTA	Certificate for five-year term
TENNESSEE	Professional for ten-year period
TEXAS	Provisional
UTAH	Basic professional for term of five years.
VERMONT	Professional probationary issued for one-year terms.
VIRGINIA	Collegiate professional - valid for ten years
WASHINGTON	Provisional for three years
WEST VIRGINIA	Professional for three years
WISCONSIN	Certificate for three year period
WYOMING	Standard teaching certificate - valid for five years

TABLE II B,C

Certification to teach art in the public schools.

B. Validation requirements for permanent certification.
C. Certification to supervise art education.

	B					C	
	Minimum Years of Experience	Maximum Years-Invalidation of Certificate	Sem. Hours for Permanent Certificate	Professional Education	Graduate Degree	Minimum Years of Teach. Experience	Graduate Degree
ALABAMA	8	8	9	18		3	
ALASKA	5	U		18			
ARIZONA	5	5	5	22	X		□
ARKANSAS	6	6		18			
CALIFORNIA	2	2	30	12	X	5	□
COLORADO	5	5			X		□
CONNECTICUT	3	10	30	18	X	3	□
DELAWARE	3	5		21		5	
DIST. OF COLUMBIA	2			18	X		□
FLORIDA	5	5	6	20		5	
GEORGIA	5	5	6	20		3	X
HAWAII			30	12			
IDAHO	5	10		20	X		□
ILLINOIS	4	U		16		4	X
INDIANA	5	5	30	18	X	3	X*
IOWA	10	10	6		X	4	X*
KANSAS	3	3		20		2	X
KENTUCKY	10	20		12-18	X	3	X
LOUISANA	3	U		18		5	X*
MAINE	5	5		18		3	X
MARYLAND	3	3	30	18	X	4	X
MASSACHUSETTS	Perm.	U		12			No
MICHIGAN	5	5	10	20			
MINNESOTA	2	2		18		2	X
MISSISSIPPI	5	5	6	18		3	X*
MISSOURI	Life	U		20			
MONTANA	5	5			X	3	X*
NEBRASKA	5	10	8	18	X	3	X

TABLE II B,C (continued)

	B					C	
	Minimum Years of Experience	Maximum Years-Invalidation of Certificate	Sem. Hours for Permanent Certificate	Professional Education	Graduate Degree	Minimum Years of Teach. Experience	Graduate Degree
NEVADA	5		6	18			
NEW HAMPSHIRE	5	5	6	18		3	X*
NEW JERSEY	5	5		18		3	X*
NEW MEXICO	4	5		18	X	3	X
NEW YORK	10	10	30	18		3	
NORTH CAROLINA	5	5	6	18	X	5	X*
NORTH DAKOTA	3	U		16			
OHIO	4	4		17		3	X*
OKLAHOMA	5	5	8	21			
OREGON	5	5	6	24	X	3	X°
PENNSYLVANIA	3	10	24	18		3	X*
RHODE ISLAND	3		30	18	X	3	X*
SOUTH CAROLINA	2	2	18	21		7	X
SOUTH DAKOTA	5			20			
TENNESSEE	10	10	6	24		3	X
TEXAS	Life	U		18		3	30 s.h.
UTAH	5	5	4	22		3	
VERMONT	3	3	4	18			
VIRGINIA	10	10		15		5	X
WASHINGTON	3	6	30	20%		3	
WEST VIRGINIA	3	3	6	20-28		3	X
WISCONSIN	3	U		18		3	X
WYOMING	5	5	5	20		3	X
	M=	M=	M=	M=	16	M=	33
	4.8 (1)	6.1 (2)	14.1 (3)	18.4 (4)	31% (5)	3.4 (6)	65% (7)

TABLE II B,C (continued)

N.B.

(1) Mean does not include four states: Hawaii, no response; Three states, basic certificate granted for life.

(2) Mean does not include thirteen states. Eight states issue certificates for unlimited time which are renewable upon "recommendation."

(3) Mean does not include 23 states (45 percent). This probably reflects the "unlimited" time element associated with the granting of the basic certificate and/or an oversight in responding to the survey.

(4) Professional education: methods, educational psychology, introduction to education, student teaching.

(5) Although 16 states require the Master's degree for permanent certification, there is evidence that several states require post-baccalaureate credits that approximate the Master's degree.

(6) Twenty-nine percent of states (15), did not report any required years of teaching necessary for supervision.

(7) *Accept Master of Arts, Education, Fine Arts or Science.
°Accept Master of Arts and Education.
□Master's degree required for permanent teaching certification which is assumed to apply toward supervision approval.

TABLE III A

Educational requirements to teach art in the public schools.

A. Specialization requirements

	Total S.H.'s	Understanding the Arts					Graphic Visual Expression									3-D Vis. Exp.				Elec.
		I.A.	A.H.	M.A.	Aes.	SH's	A	De	Dr.	I.D.	Int.	P	Pr.	T D.	SH's	Cer.	Cr.	Sc	SH's	
ALABAMA	24																			
ALASKA																				
ARIZONA	23																			
ARKANSAS	24		3	3		6														14
CALIFORNIA	40					6									24				10	
COLORADO	30																X	X		
CONNECTICUT	35		X		X			X	X											
DELAWARE	40																			
DIST. OF COL.	30																			
FLORIDA	30																			
GEORGIA	33	X	X	X	X	12		X	X						12		X	X	6	
HAWAII	36	X	X					X	X							X	X			
IDAHO	45																			
ILLINOIS	32																			
INDIANA	40		X			8-12		X	X						8-12	X	X	X	8-12	8
IOWA	30																			
KANSAS	24																			
KENTUCKY	48																			
LOUISANA	30																			
MAINE	30																			
MARYLAND	21		X					X	X				X			X	X	X		8
MASSACHUSETTS	18																			
MICHIGAN	24																			
MINNESOTA																				

TABLE III A (continued)

	Total S.H.'s	Understanding the Arts					Graphic Visual Expression									3-D Vis. Exp.				Elec.
		I.A.	A.H.	M.A.	Aes.	SH's	A	De	Dr.	I.D.	Int.	P	Pr.	T.D.	SH's	Cer.	Cr.	Sc.	SH's	
MISSISSIPPI	36	X	X	X	X	12	X	X	X	X	X	X		X	12	X	X	X	6	6
MISSOURI	24							X	X						12					12
MONTANA	30																			
NEBRASKA		X	X	X	X			X	X		X					X	X	X		
NEVADA																				
NEW HAMPSHIRE	30																			
NEW JERSEY	40		X					X	X		X	X	X			X	X			
NEW MEXICO																				
NEW YORK	54		X	X		6	X	X	X		X	X		X	18	X		X	10	20
NORTH CAROLINA	36					12									18				3	3
NORTH DAKOTA																				
OHIO	50	X	X			16	X	X	X	X			X		18		X	X	7	
OKLAHOMA	36	X	X	X	X	12		X	X						10	X	X		6	8
OREGON	40																			
PENNSYLVANIA	36																			
RHODE ISLAND	36																			
SOUTH CAROLINA	24																			
SOUTH DAKOTA	24																			
TENNESSEE	36																			
TEXAS	45																			
UTAH	40																			
VERMONT	36		X	X				X	X		X		X	X		X	X			
VIRGINIA	24					6									9				9	
WASHINGTON																				
WEST VIRGINIA	27		X			6		X	X			X			15		X	X	6	
WISCONSIN	34					6									12				12	
WYOMING	24																			
	M= 32.9																			

TABLE III A (continued)

Legend: I.A., Introduction to Art; A.H., Art History; M.A., Modern Art; Aes., Aesthetics; A, Advertising Art; De., Design; Dr., Drawing; I.D., Industrial Design; Int., Interior Design; P, Photography; Pr., Printmaking; T.D., Theater Design; Cer., Ceramics; Cr., Crafts; Sc., Sculpture.

N.B. No Means were determined for semester hours of the three areas of specialization because less than one-fourth of the states' certification departments have established minimum semester hours for these areas.

Arizona: "Institution proposes preparation program - State approves."

Colorado: "Preparing institution has leeway in developing its own program."

Michigan: "Approves certain institutions, rather than specific courses."

Minnesota: "Must have college major."

Montana: "Not specified by state; must be catalogue teaching major or minor of accredited college."

Nebraska: "One-third to one-half of B.S. program."

New Mexico: "Approves teacher education programs for certification; no fixed pattern is used for minimum or maximum standards."

New York: "36 semester hours, technical preparation plus related subject area requirements."

South Dakota: "No special requirements."

Tennessee: "Not less than 14 in fine arts and 14 in industrial arts."

Utah: "As required by an approved institution."

Vermont: "Appropriately distributed."

Washington: "35% subject specialization."

TABLE III B,C

Educational requirements to teach art in the public schools.

	B. General Education					C. Professional Education				
	Total S.H.'s	Hum.	Nat. Sci.	Soc. Sci.	Elec.	Total S.H.'s	Ed.	Phil. Meth.	Stud. Tchg.	** Sem.
ALABAMA	36	12	12	12		24	10	8	6	
ALASKA						18		3		
ARIZONA	40	16	10	8	6	24			4	
ARKANSAS	48	12	11	12	7	18			6	
CALIFORNIA	40	12	6	6	3	21	6	3	6	6
COLORADO										
CONNECTICUT	40	6		6		18			6	
DELAWARE	40					21				
DIST. OF COL.						18				
FLORIDA	45	6-12	6-12	6-12		20	6	8	6	
GEORGIA	40					20	6 2/3*	6 2/3*	6 2/3*	
HAWAII	70					24				
IDAHO	50	24	8	12		20	6	3	6	
ILLINOIS	42	14	13	6	9	14	4	2	5	
INDIANA	50	16	14	14	6	18	6	6	6	
IOWA	40					20			5	
KANSAS	50	12	12	12	14	20	6	6	5	3
KENTUCKY	45	18	12	12		17	3-6c	4-12*	8	
LOUISANA	46	12	18	12		18	6	8	4	
MAINE	50%*					18			6	
MARYLAND						18			6	
MASSACHUSETTS						12			2	
MICHIGAN						20			5	
MINNESOTA						18			4	
MISSISSIPPI	48	18	15	12		18	6	6	6	
MISSOURI	25					20	4-5*	8-10*	5	
MONTANA										
NEBRASKA										
NEVADA						18			4	
NEW HAMPSHIRE						18			6	
NEW JERSEY	30	6		6		18			150* c.h.s	
NEW MEXICO	48					18			6	
NEW YORK						18	6	8	4	
NORTH CAROLINA	48	24	6-8*	12	3-4	18	6	6	6	
NORTH DAKOTA						16				
OHIO	30	12	6	6	6	17	3	8	6	
OKLAHOMA	50	14	8	10	18	21	7	4	6	4
OREGON	40	6-9*	6-9*	6-9*	6-9*	24	6-9*	9-12*	6	
PENNSYLVANIA	60	12	6	6		18			6	

TABLE III B,C (continued)

	B. General Education					C. Professional Education				
	Total S.H.'s	Hum.	Nat. Sci.	Soc. Sci.	Elec.	Total S.H's	Ed.	Phil. Meth.	Stud. Tchg.	Sem.**
RHODE ISLAND						18			6-12*	
SOUTH CAROLINA	45	16	12	12		18			6	
SOUTH DAKOTA	60					20	4	6	6	
TENNESSEE	40	16	10	8		24			4	
TEXAS	60	12	6	12		18			6	
UTAH						22	6	6	8	
VERMONT	48					18	6	6	6	
VIRGINIA	48	18	12	12		15				
WASHINGTON										
WEST VIRGINIA	45	20	10	15		20	6	6	6	
WISCONSIN	40					18	6	2	5	
WYOMING	40					20				
	M = 44.9	M = 14.3	M = 10.5	M = 10.2		M = 18.9	M = 6.0	M = 6.3	M = 5.7	

N.B. *Maximum figure used in computing Mean.
*No fractions or percent or clock hours used in computing Mean.
Legal minimums, areas of study, do not necessarily equal total semester hours.
Survey did not include Physical Education
**Sem. - Seminar

DISCUSSION

(I)

The survey employed to secure information from certification officers was structured to solicit such legally established requirements which are objectively stated by each State department of education and the formal educational minimum requirements for preparation to teach art in the public schools. Statutory requirements maintain for all aspects of teacher preparation; therefore, they were placed first in the survey form.

Analyses of the surveys completed by the certification officers seem to indicate that the statutory requirements are objectively established. This category of the survey was responded to by every certification officer. There is significant evidence that educational requirements, particularly professional, are not clearly established (area III A,B, and C of the survey).

Every respondent (51) to the survey section, Statutory Requirements for Certification, was in a position to record the desired information with the exception of "moral character" and "minimum age." Seven certification officers did not respond to "moral character" and 19 officers did not indicate minimum age.

Tabulation of responses to "United States Citizenship" and "Loyalty Oath" seems to reflect an autonomous disposition. Certainly, there is no single decisive attitude expressed among the 51 respondents. Thirty respondents (59 percent), indicated United States citizenship as a requirement; 21 (41 percent) State certification bureaus do not require mandatory "citizenship" for teaching.

The responses to "Loyalty Oath" indicate a slight emphasis on non-requirement. Twenty respondents (39 percent) require an oath; 31 (61 percent) do not require the loyalty oath as a certification requirement.

Reflection upon these responses seems to indicate a concern for these statutory aspects of teacher certification. There is no evidence of a mandate governing citizenship and loyalty oath among the 51 states. Furthermore, no apparent regional pattern is detectable in the responses.

Several respondents indicated that United States citizenship was not necessary at the moment of certification application, but that evidenced intention of becoming a citizen had to be submitted with the application.

Reactions to "good moral character" were predominantly positive. These responses seemed to imply "recommendations" from the preparing institutions, character references to accompany the application and/or related statements identifiable with moral character. Thirty-seven (72 percent) respondents indicated the necessity to include evidence whereby moral character could be substantiated. Seven (14 percent) survey responses indicated that evidence of "good moral character" was not a necessary aspect of the application for certification. Seven respondents (14 percent) did not consider this survey item.

The mean (M) age as derived from 32 respondents is M=18.1. Eighteen certification officers did not specify a minimum age requirement for certification. There is evidence that at least eight of these states do not specify a minimum age. Several states, however, do require a birth certificate or statement of age as an accompanying document in the application for certification.

Health certificates are required by 30 (59 percent) state certification bureaus. Actually, there is sufficient evidence gleaned from the survey responses to indicate a positive interest in the status of health of all teachers. This seems to be attested to by such statements as: health certificate must be furnished to the school district (not the State office), freedom from communicable diseases, and "evidence" of good health. It seems apparent that those certification officers who respond with a check in the "No" column were merely indicating that a "Health Certificate" is not formally necessary for certification.

Responses to "minimum age" seem to become somewhat paradoxical when reference is made to the responses relative to the survey item, "Bachelor's degree in Art Education." Thirty-five (69 percent) certification officers indicated that the aforementioned degree was required for certification to teach art in the public schools. The minimum age requirement (M=18.1) seems to be reminiscent of the two-year normal school preparation which to every available evidence was never applicable for certification in areas of specialization.

Sixteen respondents (31 percent) checked "No" relative to B.S. in Art Education. Sufficient evidence is available from the returned surveys to indicate that the degree is generally stated in these instances. Art education preparation is known as a "major" interest or may be in the form of "endorsement." The degree, Bachelor of Science in Art Education, should be more administratively acceptable, especially, if the art teacher is prepared to teach art in kindergarten through twelfth grades.

(II)

Every state issues a basic certificate upon initial presentation of the Bachelor's degree and concomitant required information. The designated titles, however, are stated in extremely varying form. Examination of Section II, part A, of the survey reveals an emphasis on "cer .ficate" and "provisional." Validity in terms of years accompanying the initial certificates ranges from two years to ten years. These variables, although presumably representing comparable validity, could become disconcerting in reciprocal (state to state) certification requests.

A concomitant aspect of the basic teaching certificate is the required conversion of this certificate into a permanent teaching license. Eligibility for the permanent certificate is based on years of experience and post baccalaureate semester hours of credit. Sixteen states (31 percent) require an earned Master's degree.

Mean years of teaching experience (4.8) evidence a significant factor for teachers of art as well as in other areas of teaching. There seems to be an increasing belief that "teachers" of art should be "educated" in creative production, per se. If the art educator is an inherent part of the total education of young people, it seems reasonable to accept the post-baccalaureate certification requirements to ensure an evolving professional growth not only in specialized area of art but also in the professional area of education.

The Mean (14.1) semester hours of post-baccalaureate education seem to be minimal for permanent certification. Actually, the semester-hours range from 5 to 24. Sixteen states, however, include a Master's degree as a mandatory requirement for ultimate certification.

Inspection of the semester-hour requirement for Professional Education tends to indicate that the requirements for a baccalaureate degree satisfy the professional requirements for permanent certification. This is desirable for art educators because they are generally inclined toward pursuit of increased aesthetic experiences.

Thirty-one states (65 percent) require a Master's degree to assume a supervisory position in art education. Responses indicate that the degree requirements can be somewhat nebulous. The permissiveness is noted in the 11 responses to the "acceptable" degree. Each certification officer indicated that all four

Master's degrees (M.A., M.Ed., M.F.A., M.Sc.) were acceptable. Among the 16 certification officers indicating a Master's degree requirement as the ultimate certification for teaching, six did not check the Master's degree as requisite for supervision. It is assumed that this degree would serve both teaching and supervising.

Art educators are presumably at their creative best when free to pursue visual expression. There is unequivocal evidence that post-baccalaureate educational experience is significant to professional growth. However, advanced educational experiences should be administratively acceptable only if they evidence creative visual experiences. Administratively acceptable post-baccalaureate courses and the Master's degree should be dominantly (at least 70 percent) aesthetic experiences.

(IIIA)

An inspection of the tabulated responses to "Specialization Requirements" readily negates significant evidence of structured areas of experience within the field of concentration. Only required total minimum semester hours are definitely stated. Contrastingly, a majority of respondents were in a position to record the requisite semester hours of credit in general and professional education. This inspection seems to strike an ominous note for certification in art education in virtually every state.

The very limited "X's" recorded in Table III seem to indicate that the conformation of certification requirements in a majority of states is very general. Very few certification officers made any attempt to check suggested course experiences. Actually, seven certification officers did not respond to "Specialization requirements." Several recorded statements (Table III) voluntarily noted on the Survey indicate that certain state departments of education do not attempt to establish specific courses. Several states have indicated the number of semester hours for the four areas listed in the Survey.

If these responses (Table III) are indicative of the minimum requirements for the preparation of art teachers, it seems reasonable to conclude that autonomy is vested in the institution. Within the framework of the minimum, broadly-stated certification requirements, preparing institutions are relatively "free" to structure programs reflecting institutional department interests. Evidence exists to support the influence of budget on certain offerings in the preparation of art educators. Minimal certification requirements stated only in semester hours would seem to establish a permissiveness that could sanction imbalanced programs due in part to inadequate administrative financial support.

"Program approval" is a significant reference for certification of teachers. Guidelines are necessary to evaluate and subsequently approve or reject individual programs. Minimal state certification requirements as seemingly evidenced (Table III) for art education can conceivably cause subjective evaluations on the part of individuals representing visiting committees such as NCATE, regional accrediting agencies and/or departments of public instruction. There should be no illusion on the matter of certification. If a state department indicates acceptance of teachers as approved by an institution, that state department must provide guidelines that assure a relatively equitable experience in the divers aspects of art education.

A review of Table III indicates (as reported by the certification officers) a range of 18 to 54 semesters hours minimum requirement for specialization (art history, studio courses). The Mean semester hours minimum requirement is 32.9.

(III B,C)

Basic academic (general education) minimum semester hour certification requirements are generally more definitely stated. However, there is significant evidence that several state departments of education place the responsibility in the hands of teacher education institutions. Sixteen state certification officers did not respond to total semester hours of general education; four did not respond to total semester hours for professional education.

Actual responses indicate the minimum following mean (M) minimum certification requirements: general education, 44.9; professional education, 18.9; student teaching, 5.7. An inspection of Table III B and C reveals that semester hour requirements in the several components of general and professional education do not equal the total semester hours for these major areas of preparation. There seem to be stated minimum requirements with ultimate fulfilment of total requirements left to the discretion of the institution.

State guidelines for teacher preparation and subsequent certification for general and professional education are objectively established more realistically than the comparable aspects of specialization requirements for art education. This observation is based on the responses to the surveys by the certification officers. It should be noted that no certification officer completed every item included in the survey. In one instance the responses to "certification to supervise art education" were completely incorrect. The writer was in a position to know the requirements.

CONCLUSION

The tabulations of the completed surveys seem to indicate a need for review of certification requirements particularly in the area of "specialization." This reaction is occasioned by the dominantly incomplete responses to Table III A. There seems to be no concern for detailed requirements of the overall minimum semester hours established for the preparation of teachers in the area of specialization. This observation does not maintain when consideration is given to the survey responses for general and professional education. Are state certification departments reluctant to establish minimums in studio experiences and history of art? A notable exception is the clearly defined art teacher certification statement issued by the University of the State of New York.

Increasingly, according to several returned surveys, the preparing institution is being granted the responsibility of certifying its graduates. Program approval, therefore, would become vitally important. Certainly, criteria would have to be available to approve the institution if the objective of certification is ensure the preparation of relatively competent teachers.

This survey was limited to certification requirements as established by state departments of education. The rather obvious conclusion indicates a reserved attitude. Most frequently, the absolute minimum requirements are only generally stated. Empirical evidence indicates that well-established art education departments of higher institutions have developed curriculums that definitely exceed state minimum requirements. Conversely, numerous departments of art education are "functioning" just within state minimums. This could be an equivocal approval tantamount to limiting preparation. When requirements are generally stated, interpretation may become too convergent. The art teacher could be prepared in an aesthetic confinement reflecting the major interest of the institution's art department. Art teachers in public schools have been known to favor one of the major aspects of visual expression.

Possibly, the real evidence of "certification requirements" would result from a studied survey of the actual specialization requirements secured from a cross-section of art education departments of colleges and universities.